APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing  Date 7/2/01

   Department/Division offering course College of Nursing

2. Changes proposed:
   (a) Present prefix and number NUR 911 Proposed prefix and number No change
   (b) Present Title Individual and Group Dynamics in Nursing and the Health Care Environment
   (c) New Title No Change
   (d) Present credits: 3 Proposed credits: no change
   (e) Current lecture:laboratory ratio no lab Proposed: no change
   (f) Effective Date of Change: Fall, 2001

3. To be Cross-listed as N/A

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
   Students use theories of leadership, motivation, power and influence to evaluate interpersonal relationships within health care organizations and, in particular, the impact of these relationships on clinical care delivery. They develop strategies for nurse executives to lead a diverse workforce and create satisfying and productive work environments. They evaluate theories of organizational communication and justice to determine approaches to promoting effective executive-level communication, coaching, and oversight in contemporary healthcare organizations.

   Prerequisite: NUR 902 – Nursing Leadership in Health Care Systems or consent of instructor

   (b) New description:
   No change in course description.

   (c) Prerequisite(s) for course as changed:
   No changes in prerequisites

5. What has prompted this proposal?

   This new course is part of the Doctor of Nursing Practice program. Faculty believe that a distributed learning format will better meet the learning needs of students in this program than a traditional lecture/seminar format would. The learning strategies will include a combination of seminar, technologically-enhanced, and experiential learning activities. This will bring the pedagogy in line with a
distributed learning approach. Such an approach is similar to distance-learning, but differs in that multiple teaching strategies are used (including in-class time) and this methodology is unrelated to distance issues. Instead, students learn when and where they are ready to do so, and in-class sessions emphasize learning strategies that rely solely on face-to-face interaction. Following in-depth work with a national consultant in Jan., 2000, faculty concluded that this approach will permit better matching of the teaching strategies with diverse student learning styles.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

No changes in content or teaching objectives.

7. What other departments could be affected by the proposed change? _______ None ___________________

8. Will changing this course change the degree requirements in one or more programs? ___No________
   If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? ___No____ If yes, please attach correspondence indicating concurrence of the University Studies Committee.
   See attachment

10. If the course is a 100-200 level course, please submit evidence (e.g. correspondence) that the community College System has been consulted.

11. Is this a minor change? _No_ (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the department, who should be consulted for further information on the proposed course change?
   Name: ___Dr. Julie Sebastian_________ Phone Extension: ___3-6685_________________
Signatures of Approval:

Department Chair: ________________________________ Date: __________________

Dean of the College: ________________________________ Date: __________________

Date of Notice to the Faculty: ________________________________

*Undergraduate Council: ________________________________ Date: __________________

*University Studies: ________________________________ Date: __________________

*Graduate Council: ________________________________ Date: __________________

*Academic Council for the Med. Ctr: ________________________________ Date: __________________

*Senate Council: _____________________________ Date of Notice to Univ. Senate: __________________

ACTION OTHER THAN APPROVAL: ________________________________

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

**If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. crosslisting of courses under conditions set forth in item 3.0;
f. correction of typographical errors. (University Senate Rules, Section III – 3.1)

3301C-19&21
Revised: July 17, 1989
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 911, Individual and Group Dynamics in Nursing and the Health Care Environment

A DISTRIBUTED-LEARNING COURSE

**TITLE:** NUR 911 - Individual and Group Dynamics in Nursing and the Health Care Environment

**CREDIT:** 3 Semester Hours

**COURSE DESCRIPTION:**
Students use theories of leadership, motivation, power and influence to evaluate interpersonal relationships within health care organizations and, in particular, the impact of these relationships on clinical care delivery. They develop strategies for nurse executives to lead a diverse workforce and create satisfying and productive work environments. They evaluate theories of organizational communication and justice to determine approaches to promoting effective executive-level communication, coaching, and oversight in contemporary healthcare organizations.

**PREREQUISITES:** NUR 902 Nursing Leadership in Health Care Systems or consent of instructor

**COURSE OBJECTIVES:** The student will:

1. Critically analyze theories of individual and group behavior for explaining relationships and productivity as related to the effectiveness of clinical care delivery.
2. Use theories of leadership, motivation, influence and justice to promote a clinical environment in which health outcomes are maximized.
3. Evaluate multiple strategies for developing a diverse workforce and the implications for promoting culturally sensitive nursing care delivery.
4. Evaluate the contributions of theories of organizational communication to understanding effective communication, coaching, and oversight in contemporary nursing and healthcare organizations.

**LEARNING METHODS:** Lecture, seminar/discussion, student presentations, interviews with nurse executives and clinical leaders, interviews with experts in cultural diversity, web-based and experiential learning assignments.

**EVALUATION:**

- Clinical productivity paper 35%
- Clinical workforce diversity paper 35%
- Class participation 30%
CLASS TIMES:
This course will use a distributed learning format. Using a block scheduling plan, we will have only 4 class meetings. The remainder of the course will be taught via a web-enhanced format and experiential learning. The on-line portion of the course will be facilitated using Blackboard. Approximately 1/3 of the course will consist of traditional face-to-face class meetings, with the remainder

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:
If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

ABSENCE POLICIES:
As graduate students, you are expected to assume responsibility for your own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required in EACH class meeting. If you must miss a class, you must clear this with me prior to the class meeting date. For the definition of excused absences, please refer to the Student Rights and Responsibilities Handbook, pp. 47-48.

You are entitled to excused absences for the purpose of observing major religious holidays. You must notify the instructor in writing prior to the date specified by University policy. Remember, by missing even one of the class meetings, you will miss 25% of the class time!

CHEATING AND PLAGIARISM:
Academic integrity is strongly supported by the faculty and students at the College of Nursing. Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. The minimum consequence for either cheating or plagiarism is an "E" in the course.

References


COURSE OUTLINE

Theories of individual and group behavior and their impact on clinical care delivery – Module 1

Motivation

Content theories
Process theories
Working with a professional workforce
Leadership
Transactional leadership
Transformational leadership
Contingency theory

Organizational citizenship and professional standards of nursing practice
Cosmopolitan versus local orientations to organizational commitment
Distinguishing between collective and individual good within an organizational environment
Power and influence within organizations and interdisciplinary clinical care delivery teams

Theories of organizational power
Interpersonal influence tactics
Influence as exchange
Leader-member exchange theory

Organizational communication within nursing and healthcare organizations – Module 2
Individual and group communication
Coaching and mentoring
Executive-level oversight and monitoring

Effects of communication patterns on power, influence, and organizational effectiveness
Diversity and group dynamics within nursing and healthcare organizations – Module 3

Recruiting and retaining a diverse workforce
Developing culturally competent healthcare organizations
Impact of a culturally diverse workforce on healthcare outcomes
Measuring individual effectiveness as clinical productivity – Module 4

Output bases of productivity
Outcome bases of productivity
Measuring productivity
Productivity during periods of change
Facilitating productivity within healthcare organizations

MODULES

Each module will consist of a core on-line PowerPoint presentation with supplemental activities such as study questions for web-site discussion, web-based tutorials, research spotlight videotapes, and study messages. I strongly suggest that you stay on schedule with the modules. Each section of modules will be available in Blackboard. Videotapes and other electronic class materials will be available in the Medical Center Audiovisual Library (6th floor, CON Building).
WHAT DOES IT MEAN TO BE A “DISTRIBUTED LEARNING” COURSE?

First:
- This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several threaded discussions with other class members outside of your study group.

- Computer Requirements: This web-enhanced course requires the following computer hard- and software:
  - Ready computer access with high speed modem or network connection
  - Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
  - Active e-mail account with attachment capabilities
  - Microsoft Office or MS PowerPoint Viewer

Second:
- It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the Internet Tutorial by clicking the "hot link".

Third:
- Before beginning the course, your are strongly urged to read the Getting Started section to learn how to get around the Nursing Research Course. To accomplish this task, go to Getting Started on the course homepage.

Fourth:
- You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft's PowerPoint Viewer Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing’s Manager of Instructional Technology, Brenda Ghaelian by e-mail (brenda@pop.uky.edu).

You will also need Acrobat Reader. It can be downloaded for free at Adobe’s Acrobat Reader download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. These are special files that I use when I scan certain text and images. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions. If you have any problems or questions, please contact Brenda Ghaelian by e-mail (brenda@pop.uky.edu).